**Using Collaborative Tools**

**Wiki’s**

*Idea 1 - Class Wiki*

* Set up some guidelines to follow (ex. If students aren’t being respectful, the Wiki will be deleted)
* Have students upload each lesson in the Wiki for other students (So that if someone is sick, they can access the notes, and the homework)
  + Students might consider creating a schedule for when each student is responsible for recording the notes for the day.
* If students have help, they can post the question on the Wiki, and other students can solve it for them.
* Tell students that some of the questions placed on the Wiki will be put on their test.

*Idea 2 - Problem Discussion*

We would use the Wiki for students to collaborate on a math concept.  Ask a question of the students "how would you explain the area of an irregular shape"?  Have the students post their own individual explanations on the Wiki - have some discussion, between the students.  See if students can explain the concept in 'their words' or using an example that they have in their life

**Skype!**

Having a teaching account:

* Can use as “office hours”
* Students can leave offline messages with questions
* Students can ask for help or clarification one-on-one

Pros:

* More accessible to students
* Easier for shyer students
* Makes you more relatable

Cons:

* Can consume your life
* Need to be super careful with what you say (creeper scale)
* Privacy issues
* May have fake accounts harassing you
* Requires all students to have access to a computer and reliable internet

**Mindmeister**

This is a great synthesizer tool. Take the ideas that have been worked on and draw them together where you can see the connection between ideas. Let the students understand how the information they are learning is part of a bigger picture. This would be a great review tool. As the students learn a new subject, place it in their mind map.

This is also a great way to tackle a big problem like a Fermi Problem. This tool helps to break down the problem into parts so the students can each take a part to work on.

**Solvr**

1. Enter a type of problem into the home page, which will create a URL
2. Share the URL with all students in the class
3. Students can post solutions or explanations on this URL
4. Students can vote on which one they think is the best

This would be a great way to review for a test, by creating a URL for each main topic to help students create resources for themselves. The limitation is that it is all text based, so for math problems it may be difficult to post or follow. If there was a Course Wiki created, links to all the URLs can be posted so it is easier for students to access.

**Facebook:**

Create a group on Facebook.

Invite students who have an account to the group.

Start discussion on the "Discussion" section. If a student requires help on a particular homework problem, they can start a discussion on it so that other students can help answer it together. Student's can also share website links, such as animations or tutorials, to help tackle these problems.

Using the announcement board, homework tasks can be digitally updated. Every time a new message is added, students are noted via an email.

Science or math-based applications, or even games involving various concepts, can also be installed to the group as a means to assist in understanding the topic covered in class.

A Facebook group among the students also promotes the development of friendships and communication between students in the class that do not normally get along or talk.

**Youtube**

Students should create a 3 minute Youtube video mini lesson about a particular topic (ie. LCD)

Key points  
1.  Student explains it the way they understand it.  This would allow the other students to see different ways of approaching a problem.  It would also let the teacher gain better understanding of how that student learns and how the teacher can better help the student.

2.  Students are encouraged to comment on each other's video (appropriate guidelines for constructive criticism should be maintained).